

## School Start Time Board Committee Meeting Minutes

March 11, 2025, Burleigh Elementary (6pm - 8pm)

52 Committee members in attendance, 5 absent

Objectives:

- Finalize school start time recommendation
- Determine Board policy recommendations
- Consider Implementation guidelines

Chris began the meeting with a brief introduction of the night's objectives, reinforcing that each committee member was entitled to their own decision criteria, based on the knowledge gained over the course of the committee's work, their personal experiences, the stakeholder survey data, and any other considerations.

### Survey Analysis

Results of the Stakeholder survey, distributed to all Elmbrook families, all Elmbrook staff members, and middle and high school students, were shared with the group five days prior to the meeting on March 11, with a suggested analysis guide to sort through the many pages of results. Committee members were split into 4 groups and did an activity that gathered survey observations related to each scenario and in general. Those observations are listed below at the end of the minutes, with an \* indicating more than one group shared the same observation.

### Decision Principles

Committee members were then tasked to identify their personal decision making principles, or the factors most important to them when weighing different scenarios. A list of sample principles was provided (below), but members were encouraged to develop their own as well and capture them on a post-it to guide their voting for scenarios throughout the evening.

#### Tonight - solidify your 2-3 decision principles and apply them to different scenarios

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| <ul style="list-style-type: none"><li>○ Research on sleep patterns, targeted hours of sleep, and 8am start time</li><li>○ Change Middle School start time</li><li>○ Elmbrook students' sleep data/patterns</li><li>○ Smaller, incremental change</li><li>○ Larger, more dramatic change</li><li>○ More efficient busing with a 2-tier model</li><li>○ Commitment to transportation for all (100% hazardous zones)</li><li>○ Cost neutral solution</li><li>○ Moderate (\$500,000) or Larger Investment (\$1 million)</li><li>○ Elementary access to childcare</li></ul> | <ul style="list-style-type: none"><li>○ Elementary - length of the day</li><li>○ Family time at any level</li><li>○ Acknowledge existing human constraints (e.g. bus drivers)</li><li>○ Stretch constraints to meet the solution</li><li>○ Staff satisfaction and stability (classroom and coaching)</li><li>○ Co-curricular absences, co-curricular transportation, or after school co-curricular activities</li><li>○ Others? _____</li></ul> |
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## Four Scenarios for Consideration

# Agenda: The Path to a Recommendation

**Scenario #1 - 3-Tier - Flip HS/MS**

	High	Middle	Elementary
Tier	1	2	3
Start Time	7:40 AM	8:15 AM	8:50 AM
End Time	2:54 PM	3:28 PM	4:02 PM
Start Difference	-15 Min	+57 Min	No Change
End Difference	-15 Min	+57 Min	+19 Min
Length of Day	No Change	No Change	+19 Min

**Scenario #2 - 3-Tier - Flip MS/Elem**

	Elementary	High	Middle
Tier	1	2	3
Start Time	7:45 AM	8:15 AM	8:45 AM
End Time	2:30 PM	3:29 PM	4:00 PM
Start Difference	-65 Min	+20 Min	+87 Min
End Difference	-69 Min	+20 Min	+89 Min
Length of Day	-8 Min	No Change	+2 Min

**Scenario #3 - 2-Tier - Elem then HS/MS**

	Elementary	High	Middle
Tier	1	2a	2b
Start Time	7:40 AM	8:14 AM	8:24 AM
End Time	2:30 PM	3:28 PM	3:38 PM
Start Difference	-70 Min	+19 Min	+66 min
End Difference	-73 Min	+18 Min	+66 Min
Length of Day	-3 Min	No change	+1 Min

**Scenario #4 - 2-Tier - MS/HS then Elem**

	Middle	High	Elementary
Tier	2a	2b	3
Start Time	7:50 AM	8:00 AM	8:50 AM
End Time	3:04 PM	3:14 PM	3:48 PM
Start Difference	+32 Min	+5 Min	No Change
End Difference	+33 Min	+5 Min	+5 Min
Length of Day	+1 Min	No change	+5 Min

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### Eliminate One Scenario

Committee members were asked to vote electronically to **eliminate** one scenario.

- **Scenario 1 - 58%**
- Scenario 2 - 15%
- Scenario 3 - 10%
- Scenario 4 - 17%

Based on the poll, **Scenario 1 (Flip MS/HS) was removed from consideration.**

### Select Your Preferred Scenario

Committee members were then asked to vote electronically for their one (1) preferred scenario.

- Scenario 2 - 22%
- Scenario 3 - 30%
- Scenario 4 - 48%

Members were then provided two dots, and were tasked to vote for their top 2 scenarios. This exercise helped identify which options were more/most acceptable to the group.

- Scenario 2 - 21 dots
- Scenario 3 - 45 dots
- Scenario 4 - 34 dots

Because of the low support for Scenario 2, Chris prompted the table groups to talk about eliminating Scenario 2 from consideration. This was the only three-tier scenario still being considered, and several concerns were raised:

- Only cost-neutral scenario
- Potentially increased bus ride time for MS/HS students
- Negative impact on private and parochial school transportation

- Positive benefit to co-curricular transportation needs after school
- Concerns (some said hesitation) with combining MS/HS students on a bus

After a group discussion, the majority (40+) raised their hands in **support of eliminating Scenario 2.**

### **Selecting Between Scenario 3 and Scenario 4**

Members discussed the two remaining scenarios and the pros/cons to each. As a whole group, several spoke highlighting:

- The level of disruption (scenario 3 - more disruptive, scenario 4 - less disruptive)
- The impact of an earlier elementary dismissal time on childcare (noted concerns highlighted in the survey)
- The District's tolerance for change
- The representative makeup of the Committee - fairly balanced, but noted larger elementary presence

After two consecutive votes and 20 minutes of discussion, the **majority of the group supported Scenario 3.**

- Scenario 3 - 62%
- Scenario 4 - 38%

### **Board Policy Recommendations**

Several Board Policy recommendations were considered, particularly because of the Two-Tier recommendation. After a brief discussion of each, the committee recommended the following:

1. Work with the County Sheriff's Department to assess the feasibility of walk zones for all elementary, middle and high schools in the District and, based on the results of the feasibility study, implement walk zones for at least middle and high school students.
2. Modify the Maximum Walking Distances to the Bus Stop (excluding cul de sacs and dead-end streets) to the following:
  - a.  $\frac{1}{8}$  Mile - Grades 4K-5 (no change)
  - b.  $\frac{1}{4}$  Mile - Grades 6-12 ( $\frac{1}{8}$  mile less for High School, Middle School - no change)
3. Modify the maximum number of students on a bus to:
  - a. Grades 4K-5 - 72 Students
  - b. Grades 6-12 - 56 Students (recommendation from GoRiteway)

### **Implementation Guidelines**

Finally, Chris asked for a brief, 8-minute discussion on Implementation Guidelines, that could be used to direct an anticipated Implementation Plan. These guidelines were designed to capture some of the Committee Members' shared beliefs, developed over the course of their work on the Committee. These guidelines were refined during the Advisory Team meeting on Wednesday (3/12).

# Survey Analysis Exercise

## Scenario #1 - 3-Tier Model (Flip MS & HS)

1st - High School (7:40 - 2:54)

2nd - Middle School (8:15 - 3:28)

3rd - Elementary (8:50 - 4:02)

### Important Survey Data

Lack of HS support (55% unfavorable, only 19% favorable)\*\*\*  
Already late for school - could worsen\*  
75% of High school students get less than 8 hours of sleep  
HS parents neutral or unfavorable (16% of HS parents support an earlier start time)\*\*  
MS parents and students agreeable to the change\*\*  
Not supported by sleep research\*\*  
HS staff indifferent\*  
75% of parents in favor of starting after 8am  
Mixed opinions

### Other Key Information

#### In support of:

Cost neutral\*  
MS Parents - better sleep, breakfast, etc.\*  
Sleep research supports MS start time  
Less co-curricular absences for HS  
Better for ELEM after school care  
Logical  
HS start/end aligns to regional benchmarks

#### In opposition to:

Too early for HS - doesn't support sleep\*  
EL - extended release time in the pm  
Unsure impact on co-curriculars  
Is this really cost neutral?  
Negative impact on MS Co-curriculars  
Longer ELEM day and more instructional hours than required (+19 minutes)\*  
Late for elementary co-curriculars  
Flipping one problem (early MS) for another (early HS)

## Scenario #2 - 3-Tier Model (Flip MS & Elementary)

1st - Elementary (7:45-2:30)

2nd - High School (8:15 - 3:29)

3rd Middle (8:45 - 4:00)

### Important Survey Data

Concerns with elementary after school care  
Negative impact on MS co-curriculars  
MS & HS parents very supportive\*\*  
HS & Elem\* staff favorable\*  
ELEM families favorable (273%) + neutral (23%)  
79% of HS parents, 80% HS students, 72% HS staff support 8:15 start time  
Combining MS & HS bus - neutral support  
ELEM families - neutral & negative\*  
MS parents and MS students - favorable

### Other Key Information

<p>In support of: Aligned to sleep research*** Approximately 25% ELEM families need child care now * Younger students (ELEM) more alert in the AM More sleep and better morning routine for MS students</p>	<p>In opposition to: Increased need for ELEM after school care and/or programming*** MS end time is too late (MS students less productive in afternoon)* Unfavorable impact on co-curriculars, jobs, family with MS and HS end time*** Very unfavorable for MS Staff*** Unfavorable for ELEM parents* Elementary - transportation in the dark</p>
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### Scenario #3 - 2-Tier Model (Start Elem, Combine MS/HS)

1st - Elementary (7:40 - 2:30)

2nd - HS (8:14 - 3:28) & MS (8:24 - 3:38)

### Important Survey Data

<p>Elem teachers in favor (benefits to students and impact on themselves)** Less of a need for ELEM child care before school MS Teachers not favorable** MS parents (81%) and students (70%) favorable* MS student positive impact Elem morning attendance concerns Unfavorable Elem start/end times</p>
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### Other Key Information

<p>In support of: Aligned to sleep research** Elementary students up early* Supports more sleep for MS/HS students May improve after school buses for HS Less afternoon burnout for Elem students</p>	<p>In opposition to: Negative co-curricular impact MS/HS(busing, absences)** Elem - early dismissal puts pressure on after school care and families**** Cost/Budget impact* MS/HS sharing bus some concerns, but not overwhelming** Longer busing</p>
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**Scenario #4 - 2-Tier Model (Start MS/HS, then Elem)**

1st - MS (7:50-3:04) & HS (8:00 - 3:14)

2nd - Elem (8:50 - 3:48)

**Important Survey Data**

Keeps Elem/HS same\*  
Less overall change  
Majority of parents favorable to keep Elem start time  
Supports research for MS sleep needs (close - not ideal)  
Higher percentage of Elem families do not require daycare/after school care solution now (81% before school, 74% after school)  
Extra/change in childcare not needed  
Better to have MS before HS (aligns to research)  
MS families favorable of later start time

**Other Key Information**

In support of:  
Same elementary start/end time\*  
MS/HS start time in line with research  
Can Elem day be shortened -  
Not completely (but close) aligned to sleep research\*  
Least disruptive/perhaps more reasonable\*\*  
Supports incremental change  
Potentially easier to accept by majority of stakeholders  
Good for all levels

In opposition to:  
MS start before 8am  
Negative cost impact on busing  
Negative impact or no improvement on co-curriculars busing\*  
Elem day slightly longer\*  
Not gaining much for MS  
Requires walk zones to control costs  
Potentially more time for Elem - already over DPI requirements  
Lot of dollars for little change in start times (is it worth it?)  
Significant cost

**General Desire to Change**

**Important Survey Data**

Later times for MS/HS - favorable with students\*  
Later times for MS/HS - unfavorable for MS staff and co-curriculars  
MS families more in favor of later start times than MS staff  
Elem staff more in favor than parents of earlier start time\*  
Staff overall would rather have earlier start time  
Strong support for change\*  
No net negative scenario  
MS staff least supportive of change  
HS students liked the idea of more sleep  
Access to busing is a concern  
Elem early start only 27% favorable

**Other Key Information**

In support of:

Strong support for sleep research and aligning school start times after 8am (80% favorable)\*\*

Survey response shows interest in the topic/subject and the decision

Student/family well-being

In opposition to:

Late HS end time impact on co-curricular, jobs, family

Negative co-curricular impact with later start times

50% of parents didn't like bus sharing\*

Unfavorable response to walk zones

Cost of transportation

Child care concerns